

Inspection of Wyke Regis Church of England Junior School

High Street, Wyke Regis, Weymouth, Dorset DT4 9NU

Inspection dates: 15 and 16 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a nurturing and inclusive school. Pupils feel valued as individuals. They are keen and eager to learn. Pupils say that teachers make learning 'come alive'. Teachers have high expectations of all pupils. As a result, pupils achieve well. They know that adults expect them to try their best.

Pupils feel happy in school. They are kind and considerate. Pupils learn to understand their feelings and emotions. As a result, most pupils behave well and have positive attitudes to their learning. Teachers provide effective support to help pupils manage their behaviour when they need it. Learning is rarely disturbed. Pupils say that there have been some instances of bullying in the last few years. They are confident, though, that adults take timely action when issues occur.

Pupils say that staff are helpful if they go to them with any worries. Parents share this view. They value leaders being available and approachable. One parent told inspectors, 'staff go out of their way to ensure pupils are happy and achieve their best'.

What does the school do well and what does it need to do better?

Leaders have redesigned the curriculum. They have prioritised English, mathematics and science. In mathematics learning is well planned. Pupils make links between their previous and current learning. They confidently tackle problem-solving challenges. In most subjects, pupils progress well because they build knowledge in an order that makes sense. However, this does not happen as well in some curriculum areas.

Curriculum leaders know their subjects well. They are ambitious and want pupils to be successful. Curriculum leaders know what they want pupils to learn in each subject. They are strengthening ways for pupils to make links between different subjects. However, they do not always check what pupils know and remember over time well enough. Consequently, teachers do not know how well pupils are progressing in every subject.

Pupils love to read. They have access to books that interest and challenge them. Leaders carefully consider which books adults will read to pupils. Books are chosen that promote diversity. Pupils who struggle are supported to catch up quickly. Staff have the expertise to teach phonics effectively. The school environment motivates pupils to read. There are displays that celebrate pupils' reading achievements. Older pupils have strong comprehension skills. This helps them to be well prepared for the next stage in their education.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders provide extra support to pupils as soon as they need it. Leaders ensure that pupils access the full curriculum. Pupils with SEND benefit from effective and well-

matched support. Leaders evaluate the effectiveness of this provision to know what is working well.

Pupils are respectful and understand equality. They learn about world religions and how to appreciate differences. Leaders plan a range of trips to enhance pupils' learning. They plan activities that enrich pupils' day-to-day experiences. Pupils have fond memories of residential visits. They are proud to be on the school council and feel that leaders value their roles. Pupils told us, 'We help the headteacher to make our school an even better place to be.' Leaders prioritise pupils' well-being. Pupils know how to look after their physical and mental health. They have an age-appropriate understanding of healthy relationships.

Staff are proud to work at the school. They want Wyke Regis Junior School to be a happy place to learn and work. They praise leaders for considering their well-being. Governors know the school well and understand their responsibilities. They provide effective support and challenge for improvement.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe. Staff understand the school's responsibility for keeping pupils safe. Training enables them to identify pupils who may be at risk. Staff understand the school's reporting procedures. Leaders keep detailed records of concerns and take appropriate action to support families who need it.

Pupils know how to keep safe online. They feel able to talk to adults in school about any worries. They learn about risks in their local community. Leaders ensure that safeguarding training reflects local priorities, for example county lines.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have redesigned the curriculum to help pupils to build knowledge in the best order. However, in some subjects pupils find it difficult to link what they know to their previous learning. Leaders need to ensure that all subjects are sequenced in a way that enables pupils to know and remember more across the curriculum.
- Curriculum leaders do not ensure that assessment is used consistently to check what pupils know. Consequently, in some subjects, pupils develop gaps in their knowledge. Leaders must ensure that assessment is used consistently well in all areas of the wider curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113787
Local authority	Dorset
Inspection number	10200967
Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	357
Appropriate authority	The governing body
Chair of governing body	Gary Hepburn
Headteacher	Wanda Roberts
Website	www.wykeregisfed.dorset.sch.uk
Date of previous inspection	16 – 17 January 2018, under section 5 of the Education Act 2005

Information about this school

- Wyke Regis Church of England Junior School is part of a federation with Wyke Regis Community Infant School and Nursery. They are located on the same site.
- Both schools in the federation share the same headteacher, deputy headteacher and governing body.
- The school is a voluntary-controlled Church of England school. The most recent section 48 inspection took place in April 2016.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the school leadership team, the special educational needs coordinator, members of the staff team, parents and members of the governing

body. The lead inspector spoke to a representative from the local authority on the telephone.

- Inspectors carried out deep dives in early reading, mathematics, science, geography and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors checked the procedures for keeping pupils safe.
- Inspectors visited the after-school club, which is held at the other school in the federation.
- Inspectors observed pupils' behaviour in lessons and around the school. In addition, they met with pupils to hear their views.
- An inspector checked all survey responses, including one from a pupil, 31 from staff and 55 from parents. This included considering the 36 responses to the Ofsted Parent View free-text service.
- Inspectors met with pupils and staff to gather their views and find out what it is like to be part of the school.
- Inspectors looked at the school's plans for improvement, minutes of governors' meetings, monitoring documents and reports from the local authority.

Inspection team

Jane Dennis, lead inspector

Her Majesty's Inspector

Richard Vaughan

Ofsted Inspector

Martin Greenwood

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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